**K-5 ELA Lesson Plan**

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| **Teacher: Kendall Smith** | | **Grade: Kindergarten** | | | **Date(s)**: 1st |
| **Unit Title: I Am a Storyteller** | | | **Corresponding Unit Task: Task 1 & 2** | | |
| **Essential Question(s): What rules do I follow when sharing ideas? How do I answer question about a story? How do I write my name? How do I tell the parts of a book? (Social Studies: How can I be a good citizen at school?)** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * ***Lily’s Purple Plastic Purse*** * **Purse Shaped Drawing Sheet** * **Pencils** * **Crayons** * **Nametags on their desks (first names)** * **Vocabulary Pictures/Cards** * **Dr. Jean’s CD (Keep on Singing & Dancing with Dr. Jean)** | | | | **Front & Back Cover – The part of the book that protects the pages of the story**  **Title Page** – **The page at the front of a book naming the title, author, and illustrator**  **Retell – tell the story again with key ideas & details in your own words.**  **Author – A person who writes a story**  **Illustrator – The person who creates the pictures in a story**  **Anchor Chart – A chart that teachers create with input from students to help illustrate/ reinforce a concept.** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading - 2**  **Standards: RL.K.1 -** With prompting and support ask and answer questions about key details in a text.  **RI. K.5** - Identify the front cover, back cover, and title page of a book.  **K.C&G.1.2** – Explain why citizens obey rules in the classroom, school, home and neighborhood.  **I Can Statement(s): I can name the front, back and title page of the book. I can answer questions about the story. (including ones about responsibility)**  **Instructional Plan:**  **Model: Using vocabulary pictures, I will talk about the parts of a book.**  **Shared: Using “Lily” book, ask students to tell parts of the book.**  **As I read the book, I will explain any words that are necessary for the children to understand the story. (considerate, uncooperative) The focus will be on comprehending the story and whether Lily showed responsibility while listening to a story at school.**  **Model: Ask a question about what Lily did in the story and do a “think aloud” to answer the question.**  **Shared: Ask other questions about events/responsibilities in the story and get student responses.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice   * Independent | **Writing – 3**  **Standards: W.K.2** - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  **L.K.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper-and lowercase letters     **I Can Statement(s): I can write about being responsible. I can write my name.**  **Instructional Plan:**  **Model: Teacher will use purse shaped paper & draw a picture to show a responsible kindergartner showing responsibility. The teacher will write her name in the following sentence: “\_\_\_\_\_\_\_\_\_ is responsible,” on the drawing.**  **Guided: Students will draw a picture of themselves showing responsibility and write their names in the blank.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study - 4**  **Standards: RF.K.1** - Demonstrate understanding of the organization and basic features of print. B. Recognize that spoken words are represented in written language by specific sequences of letters.  **I Can Statement(s): I can recognize my name is a sequence of certain letters.**  **Instructional Plan:**  **Model how to find my name on the carpet and place it on the word wall with my picture.**  **Shared/Guided: Student will find her name and place it on the word wall under her picture. Discuss why pictures & names are under a certain letter.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Speaking & Listening - 1**  **Standards: SL.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  Follow agreed upon rules for discussion.  **K.C & G.2 –** Explain why citizens obey rules in the classroom, school, home and neighborhood.  **I Can Statement(s): I can listen to a story (without interrupting in a large group.) I can raise my hand to speak. I can show responsibility in my classroom.**  **Instructional Plan: Before we start the story, we will discuss what a responsible kindergartner does while the teacher is reading (sit criss-cross, look at the teacher, listen & raise a hand to ask questions about the story). We will create an anchor chart to show what the teacher and child will be doing.**  **Model: The teacher & assistant will model how to listen to a short book.**  **We will also sing and move to Dr. Jean’s “Hello Neighbor.” This will give the children a chance to move, become more comfortable with new friends and move toward partner collaboration and work.**  **(Go to reading)**  **Shared: The teacher will read “Lily” and assist the children in using the responsible behaviors on the anchor chart.** | | | | |
| **Closing/Summarizing Strategy** | **Refer back to “I can” statements to see if we can do the skills. We will read each name on the word wall to review reading our names.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Some children may be able to write more independently and space will be provided on the strip.** | | **Some children may need dotted lines to trace and to be shown how to trace their name.** | | | **Pictures with the vocabulary will be nearby in the classroom for easy reference.**  **The anchor chart for responsible listening will help reinforce skills and vocabulary.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): I will be looking to see who writes easily (can form letters, recognizes the letters in their names); uses language to express themselves and starts to pick up new vocabulary. I will also be looking to see the children who are able to work with a partner in the song and those who need more support.** | | | | | |
| **Teacher Reflection:** (Next steps?) **What are the best activities to support children who need intervention and those who need a challenge? Use the “Hello Neighbor” Song to jump into rhyming.** | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*